

Samantha Glynn

Leadership Profile

Leadership Trait Questionnaire (LTQ) & Leadership Effectiveness & Adaptability Description Measure (LEAD Self)

Throughout my career in education as a student and a teacher I have always been given leadership roles. I thrive being a leader. I enjoy the challenges you face when placed in a position to be a decision maker. I have many strengths as a leader.

I am trustworthy; I am authentic and inspire confidence in the people I work with.

I am dependable, consistent, and reliable.

I am friendly, kind and warm.

I am outgoing; I talk freely and get along well with others.

I am sensitive, sympathetic and tactful.

I am empathetic. I understand and identify with others feelings, needs, and wants.

I am conscientious, thorough, organized, and controlled.

I am diligent, hard working, and persistent; I stick with any task until I have completed it to the best of my ability.

I am determined. I take a firm stand on what I believe and I act with confidence and certainty.

I am articulate and communicate openly, honestly, and effectively with others.

Based on the LEAD Self Survey my leadership style is participating. I am a high relationship, low task leader who believes in sharing ideas and in open communication.

I believe in shared decision making with my colleagues.

I believe a leader is a facilitator who works alongside their colleagues in order to achieve and accomplish more.

I believe in two-way communication and the importance of having a professional relationship based on honesty and trust. I want my colleagues to feel they can come to me for support and encouragement.



The Leadership Jigsaw

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Leadership Skills Inventory

The leadership Skills Inventory rated me highest in human skill, second highest in technical skill, second in human skill, and third in conceptual skill.

Human skill is knowledge about and ability to work

with people. Human skills allow leaders to assist group members in working cooperatively to achieve common goals.

Technical skill is about having the knowledge base necessary to work in an organization to

produce a product or reach an organization's goals.

Conceptual skills are the ability to work with ideas and concepts. Conceptual skills are about creating a vision and strategic plan for an organization.

The secret to success is good leadership, and good leadership is all about making the lives of your team members or workers better. - Tony Dungy

Authentic Leadership Self-Assessment Questionnaire & Psychodynamic Approach Survey

Authentic leadership is about creating a sense of professional fulfillment through having a clear mission with goals and objectives, having structure in place with systems, policies, and procedures, finding meaning with your job through your guiding values and ethics, identifying yourself through your history and experiences, utilizing the resources made available to you, and having power through energy, motivation, morale, and control.

As an authentic leader I have to have passion and purpose. I must exhibit daily behaviors that reflect my

core values and beliefs. I must have compassion and a heart for my colleagues, students, and their families. I am self-disciplined and consistent; I stick with my gut and follow through with the decisions I make. Finally, as an authentic leader I must be work to stay connected to the people I work with and the families we serve in order to form positive, working relationships.

On the Authentic Leadership Self-Assessment Questionnaire I scored very high in authentic leadership based on my strong scores in self-awareness, relational transparency, internalized

moral perspective, and balance processing.

As a leader with an authentic leadership style I am more purposeful, value centered, relational, self-disciplined, and compassionate. These qualities are the essence of a strong, authentic leader.

Based on the Psychodynamic Approach Survey my values are in efficiency and productivity. I am an active, capable, concrete, proficient, persistent, logical, and practical leader.

Management is about arranging and telling. Leadership is about nurturing and enhancing. - Tom Peters

Style Questionnaire

According to the Style Questionnaire, I scored very high in tasks and high in relationships.

This questionnaire lists tasks as being the degree to which you help others by defining their roles and letting them know what is expected of them. Furthermore, this factor describes my

tendencies to be task directed towards others when I am in a leadership position.

Relationships measures the degree to which I try to make other teachers feel comfortable with themselves, each other, and the group itself. It also represents a measure of how people

oriented I am.

Based on my scores being very high in tasks and high in relationships I will lead with a combination of both, and adjust to specific situations and people accordingly.

Path-Goal Leadership

Upon completion of the Path-Goal Leadership Questionnaire, I discovered the I am equally very high in the following leadership behaviors: directive, supportive, participative, and achievement oriented.

To be an effective leader with a directive style I provide guidance and psychological structure to my co-workers. I give subordinates instructions about their task, what I expect of them, how I expect it to be done, and a timeline for completion. I set clear standards of performance and make rules and regulations clear and concise.

As a supportive leader I am friendly and approachable. I attend to the well-being and human needs of my colleagues. As a supportive leader I will go out of my way to make work an enjoyable place and treat all colleagues as my equal and give them respect for their status.

As an effective participative leader I elicit feedback from colleagues and encourage participation in the decision-making process. I consult with my peers in order to obtain their ideas and opinions, and work to integrate their suggestions into the decisions about how our school will proceed toward reaching our goals.

In order to be an achievement-oriented leader I challenge my colleagues to perform each day at their highest and best level possible. I establish high standards of excellence and seek continuous improvement. In addition, I expect a great deal from my colleagues and I encourage each person to challenge themselves to learn more and to perfect their craft. I have a great deal of confidence in my colleagues that they will put their best foot forward each day and rise to the challenge of continuous improvement in student achievement and learning.

Versatility & Negotiating Style Self-Perception Questionnaires

According to the Versatility Self-Perception Questionnaire I am highly versatile in my leadership style. I see myself as successful at achieving a balance between focusing on my own needs and those of my co-workers. In most interactions, I attempt to look out for the interests and comfort of others in a smooth, resourceful manner. I view myself as effectively monitoring the impact my behavior has on others.

My negotiating style is favors collaboration, rationality with a direct communication style. My approach to leadership is collaborative and supportive. My personality is rational. I believe in a professional, approachable and comfortable work environment. I believe in direct communication and saying what you mean. I am open to many options and to others bringing their ideas and opinions to the table.

I am willing to use my power as a leader to influence my colleagues when it comes to achieving tasks and get things accomplished, but I do not believe in the overuse of power to achieve your goals.

Communication & Trust

My colleagues consider me to be a good listener. I am someone they can come to when they have a problem. I keep information confidential. I am honest and open in my communication. When listening I allow my co-workers to speak freely. I listen carefully to everything they are saying. I ask questions sparingly and only to clarify their meaning. I ask open-ended questions to allow for time to reflect and for creative thinking to problem-

solving. I remain sensitive to their feelings and what is actually being said. I wait for them to finish before I have something to add to the conversation and I do most of the listening. I also listen carefully for facts and reflections.

I am perceived as a leader who is honest and trustworthy. I can be trusted with personal and confidential information. I show fairness and consistency toward my colleagues and

the students and families we serve. I follow through on promises and uphold my commitments. I always give generous credit and praise to honor the hard work and dedication of my colleagues. I am open and honest with my feelings and enjoy speaking openly about how my past teaching and leadership experiences and triumphs.

True leadership lies in guiding others to success. In ensuring that everyone is performing at their best, doing the work they are pledged to do and doing it well. - Bill Owens

How Good Am I at Building and Leading a Team?

When a team forms I make certain all team members are introduced from the beginning. When a team first comes together, I provide directions, answer questions, and clarify goals, expectations, and procedures. I help team members establish a foundation of trust among one another and between themselves and me. I ensure that standards of excellence characterize our work. I provide a great deal of feedback to team members regarding

their performance. I help team members become at least as committed to the process and success of the team as their own personal success. I help team members learn to play roles that assist the team in accomplishing its tasks, as well as building strong interpersonal relationships. I articulate a clear, exciting, and passionate vision of what we can achieve together as a team, and I help team members be committed to the the

team's vision. I encourage team members to represent the team's vision, goals, and accomplishments to outsiders. I encourage the team to achieve dramatic breakthrough innovations, as well as small continuous improvements. I use a formal process to manage procedures in order to help the group become faster, more efficient, and more productive.

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I have been an educator for 10 years working in public and private schools in Indiana and Montana. I have taught students in grades K-8 in general education and special education settings. I have also worked at the district level, in a leadership position, as a Special Education Compliance Monitor for Secondary Schools.

Furthermore, I have served as a building and district leader on the following committees: technology committees, Response to Intervention Committee, Strategic Planning Committee, Academic and Professional Development Planning Committee, and a Reading Curriculum Adoption Committee.

In 2003 I earned my Bachelor of Science degree in Elementary Education with minors/endorsements in Computers, Social Studies, Learning Disabilities, and Mild Interventions from the University of Indianapolis. I earned my Master of Education from Indiana Wesleyan University in 2006.

I am in the process of completing my Master of Educational Leadership degree from Rocky Mountain College, to be completed June 2013. Throughout my internship I have been involved in the District's Strategic Planning process to create a mission statement, define our values and beliefs in order to create our vision, created a vision statement, and have worked on creating Action Plans and SMARTER Objectives that address our district goals of improving student achievement and learning. I have also had the opportunity to collaborate with teachers and Title I coaches to address individual student needs behaviorally and academically. Additionally, I have observed large group, small group, and one-on-one instruction and have created and completed observation and evaluation forms. When conducting observation and evaluation meetings I have focused on engaging in open communication and building a positive, working relationship.